City Harvest
Well Seasoned
Instructor Manual

A COOKING, NUTRITION, BUDGETING, & PHYSICAL ACTIVITY PROGRAM FOR OLDER ADULTS
ABOUT CITY HARVEST

• City Harvest is the world’s first food rescue organization, dedicated to feeding the city’s hungry men, women, and children.
• City Harvest rescues excess food from all segments of the food industry, including restaurants, grocers, corporate cafeterias, manufacturers, and farms, distributing it to nearly 600 community programs throughout the five boroughs of New York City.
• City Harvest will rescue and deliver 30 million pounds of excess food this year alone to help feed the more than one million New Yorkers that face hunger each year.
• City Harvest addresses hunger’s underlying causes by supporting affordable access to nutritious food in low-income communities, educating individuals, families, and communities in the prevention of diet-related diseases, channeling a greater amount of local farm food into high-need areas, and enhancing the ability of our agency partners to feed hungry men, women, and children.
• City Harvest’s Healthy Neighborhoods program envisions communities where nutritious food like fresh produce is available, affordable, and in high demand.
THE WELL SEASONED CURRICULUM

GOAL:
Help low-income seniors understand and meet their nutritional needs, stretch their finances and food budgets, alleviate and manage ailments through improvements in their diets, and socialize around a healthy activity. This will enable participants to continue to live independently and healthfully.

OBJECTIVES:
Participants will
• Challenge themselves to improve one or more lifestyle behaviors
• Cook and eat together to reinforce existing skills and share social time together
• Amplify their knowledge of the nutritional and health benefits of better food choices and have a forum in which to discuss health issues
• Acquire or enhance budgeting skills in order to purchase sufficient healthy foods to meet needs while living on a fixed income
• Know what constitutes physical activity, how much is needed each week to maintain health, and act on this knowledge in their daily lives
• Appreciate the assets their neighborhoods offer
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BENEFITS OF A HEALTHY LIFESTYLE

WHY A PROGRAM FOR OLDER ADULTS?

• By the year 2030, 1 in 5 people in the U.S. will be over 65.
• Only 5.2% of elderly people live in nursing homes and that number is decreasing.
• For a 65-year old man with a life expectancy of 15 more years, 12 of those will be fully independent.
• At age 85, women are likely to spend half of the rest of their lives independently.
• Research confirms that it is almost never too late to adopt healthy habits such as smoking cessation, sensible diet, and exercise—and never too late to benefit from them.
• Among the predictors of healthy mental functioning are regular physical activity, social support, and a belief in one’s ability to handle life’s challenges.
• For people with metabolic syndrome, the increased risk of heart disease is related to weight, not age.
• Only about 30% of physical aging can be blamed on genes; as we grow older, genetics becomes less important and environment becomes more important.
• Exercise dramatically increases physical fitness, muscle size, and strength in older individuals.
A WELL SEASONED CLASS

THE TYPICAL CLASS STRUCTURE
- Introduce the themes of the day
- Prepare ingredients for the recipe(s)
- Review individual challenges—successes & barriers
- Present a nutrition education lesson
- Lead exercise activity
- Discuss an aspect of spending and/or budgeting
- If there is time, lead another nutrition activity
- Choose a new or renew a challenge
- Share a meal
- Discuss neighborhood assets
- Pack up extras and head home

PURCHASING FOOD

MODELING HEALTHY CHOICES
- When you shop, buy seltzer and lime, lemon, or other fruit for flavoring to serve with the meal. This is a healthy and delicious alternative to high sugar sodas and fruit juices.
- Always serve a green of some sort such as salad or sautéed spinach.
- If you cannot find the low-fat or low-sodium version of the ingredient you want in the local supermarket, discuss this with the class.

RECIPES

USE OR CHOOSE
- Feel free to choose recipes for each lesson other than the ones provided.
- Additional recipes can also be found in the City Harvest cookbook.
- Be sure that alternate recipes meet the nutritional and educational goals of the lesson.
- Make enough copies of the alternate recipes to provide one to each participant.
ACTIVITIES

SOME ARE OPTIONAL

• Lessons may have more activities than can be completed in the 2-hour time frame.
• Activities described as optional should be omitted first.
• If you do not have a white board, use large Post-Its® instead.

HEALTHY FOOD PRIZE SUGGESTIONS

PICK SMALL, INEXPENSIVE, HEALTHY FOODS

• A small bag of trail mix (no M&Ms), nuts, and/or seeds
• A piece of fresh fruit or a small box of berries
• A bunch of fresh herbs
• Dried fruit—raisins, craisins, apricots, dried plums
• Small loaf of whole grain bread or box of whole grain crackers
• A small jar of organic peanut butter
• Small bag of brown rice or box of quinoa
• High fiber cereal (oatmeal, Total, and so on)
• Small container of low-fat cottage cheese or yogurt

EXERCISE

PICK AN ALTERNATIVE?

• The exercise component of the curriculum was developed by an expert in exercise education. As you will notice, the exercises build on each other from week to week.
• The exercise instructions are written so that anyone, including non-experts, can lead and demonstrate them.
• If you or one of the participants feels inspired to substitute another activity—dancing, calisthenics, and so on—please do so, but always ensure participants are not putting themselves at risk for injury.
• Music really helps! Use the CD provided or choose your own.
**TAKE HOME MEALS**

- Always make enough food for each participant to take home a meal for him or herself or a buddy.
- You should also give away any leftover fresh produce.

**PLAN OF ACTION**

PREPARING FOR & LEADING A 2-HOUR CLASS

<table>
<thead>
<tr>
<th>TIMING</th>
<th>TASK</th>
</tr>
</thead>
</table>
| At least 1 day prior to class | • Review lesson  
• Decide on recipes  
• Prepare a shopping list  
• Review activities and ensure you have all needed materials |
| At least 1 hour prior to class| • Shop for needed ingredients                                       |
| 1/2 hour prior to class       | • Set up classroom area with cutting boards and knives; prepare white board  
• Organize ingredients by recipe  
• Wash fresh produce |
| Start of class                | • Ensure participants wash hands & don gloves  
• Assign prep tasks so everybody has something to do |
| 1/2 hour into class           | • Be sure all prep is completed and ingredients are delivered to chef in kitchen  
• Clean up classroom area to begin activities |
| 10 minutes before eating      | • Lead physical activity/exercise                                   |
| 20 minutes before end of class| • Share a meal together  
• Discuss neighborhood assets |
| End of class                  | • Pack up leftovers for participants to take home  
• Clean up class and kitchen areas |
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CURRICULUM OUTLINE
COMMON TO ALL LESSONS

TOPICS
• Food memories
• Recipe preparation
• Weekly healthy lifestyle challenge
• Nutrition education
• Exercise
• Finance & budgeting
• Sharing a meal
• Exploring your neighborhood
• Take home meals
• Handouts: recipes, exercises, informational sheets, worksheets

LESSON 1

GETTING STARTED
• Pre-test and consent forms
• Favorite food-related memories from childhood
• Recipes high in calcium
• Food safety
• Osteoporosis and physical activity
• Exercise: Well Balanced, Part 1
• Keeping spending within your budget
• Using a calculator

LESSON 2

NUTRITION BASICS FOR SENIORS
• Food guidance received as children
• Lower-fat alternatives to traditional recipes
• What do you eat?
• 24-hour food recall
• MyPyramid for Older Adults
• Exercise: Well Oiled, Part 1
• Needs & wants
• The Nutrition Facts label
• Neighborhood supermarkets and bodegas
LESSON 3

EASY, ECONOMICAL MEALS
- Foods you ate when you were sick as a child
- Easy-to-prepare meal
- Side effects
- Helpful foods
- Helping to reduce side effects
- Exercise: Well Toned, Part 1, The Conga Line
- Budget basics
- Ideas for quick-and-easy meals
- Neighborhood farmers’ markets and green grocers

LESSON 4

COOKING FOR ONE
- Meals eaten alone
- Foods that can be stored as leftovers
- Cooking, shopping, leftovers, and storage tips
- Exercise: Well Balanced, Part 2, A Trip to Coney Island
- Ways to save
- Expiration dates
- Gardening: planting lettuce
- Neighborhood food pantries and soup kitchens

LESSON 5

EATING FOR A HEALTHY HEART
- Eating with a heart condition
- Foods that use herbs for flavoring
- Heart disease: risks and prevention
- Exercise: Well Oiled, Part 2, Hawaiian Vacation
- Reducing sodium in the diet
- Common spending errors
- Neighborhood parks and recreation facilities
LESSON 6
HEALTHIER RECIPES & BETTER BREAKFASTS
• Traditional foods you ate as a child & tooth care when you were young
• Healthier options for breakfast
• Dental problems and prevention
• Exercise: Well Toned, Part 2, New Orleans Jazz Band
• Unit pricing
• Changing your favorite recipe
• Community activities in your neighborhood

LESSON 7
PORTION SIZES & COSTING A RECIPE
• Eating meat as a child. Is it necessary for a meal?
• Portions vs. servings
• Modifying a recipe to reduce cost and measuring serving size
• Exercise: Well Coordinated, Bowling
• Costing a recipe
• Neighborhood discount stores and flea markets
• Choose a menu for Week 8

LESSON 8
FOOD FOR SPECIAL OCCASIONS, REVIEW GAME, & BENEFITS
• Foods to celebrate special events
• Special recipe chosen by chef and participants
• Review: Well Seasoned trivia
• Exercise: Well Connected Relay Race
• Benefits
• Other neighborhood assets
• Graduation
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LESSON 1: GETTING STARTED
LESSON 1: GETTING STARTED

GOAL:
Increase participant awareness of how they think about food, food purchasing, budgeting, and exercise to reinforce pursuit of a healthier lifestyle and continue aging in place.

OBJECTIVES:
Participants will
- Begin to share some of the nutrition, health, and budgeting issues that they face
- Complete pre-tests and consent forms
- Prepare a healthy recipe
- Review basic knife skills and food safety
- Share food memories
- Learn about take home meals
- Review the role of exercise and nutrition in combating osteoporosis; perform exercises to improve balance
- Review how to use a calculator
- Choose a healthy lifestyle challenge
- Eat together
<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>FOOD</th>
<th>SET-UP TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>Fresh</td>
<td>• Put out a cutting board and knife for each participant, with a damp paper towel under each board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Set up white board and draw lines to create four columns</td>
</tr>
<tr>
<td></td>
<td>Stored</td>
<td>• Cayenne pepper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cloves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Thyme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kidney beans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vegetable oil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Canned tomatoes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Brown rice</td>
</tr>
<tr>
<td>Handouts</td>
<td></td>
<td>• Seltzer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recipes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Basics of Food Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sanitizing &amp; Safe Cooking</td>
</tr>
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<td></td>
<td></td>
<td>• Osteoporosis, Calcium, &amp; Vitamin D</td>
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<tr>
<td></td>
<td></td>
<td>• Exercises: Well Balanced Part 1</td>
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<tr>
<td></td>
<td></td>
<td>• Sample Spending Diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lesson 1 Challenge</td>
</tr>
</tbody>
</table>
Collect binders at end of each lesson to hold for participants. Participants can take binders home at end of the course.

INTRODUCTION—5 MINUTES

• Introduce yourself, City Harvest (see About City Harvest p. TC.2), and the Well Seasoned program.
• Distribute a 3-ring binder of handouts to each participant.
• Ask participants to inform you of any restrictions that would limit their participation in the exercise component of the program.
• Show participants where the themes for the day’s lesson are in the handouts.
• Inform participants that they must attend at least 5 of the 8 weeks in order to receive a certificate of completion and a gift for attendance.

NAME PLATES—2 MINUTES (OPTIONAL)

• Distribute heavy-grade, 8 ½” x 11” paper and a marker to each participant. Ask participants to design name plates for themselves and put them on the table in front of them.
• Go around the room and have the participants introduce themselves and state briefly why they are interested in this class.

TODAY’S THEMES—3 MINUTES

• Introductions and filling out forms
• Course overview
• Cooking for bone health
• Food safety
• Physical activity—benefits and how much
• Osteoporosis, calcium, and vitamin D
• Using a calculator
• Selecting and meeting individual challenges
• Sharing and taking home a meal

PRE-SURVEY & REGISTRATION FORMS—15 MINUTES

• Distribute pre-survey and pencils to participants. Have them complete the form and return it to you.
• Ask participants to complete the Registration, Participant Agreement, and Consent Forms. Explain that the Consent Form allows City
Harvest to use participant photos in City Harvest newsletters and other publications.

- It is not necessary to sign a consent form in order to participate in the program.

**COURSE OVERVIEW—3 MINUTES**

**EXPLAIN STRUCTURE OF CLASSES**

- Lessons last approximately two hours.
- Each lesson includes food preparation, nutrition education, and a budgeting discussion.
- Each lesson also includes a 10-minute physical activity component.
- Each lesson provides time to discuss food, recreation, or social service sites available in the neighborhood.
- All lessons involve eating, sharing food memories, and taking an extra meal home.

**TAKE HOME MEALS—1 MINUTE**

- Do you have any friends who are home-bound and could use a hot meal once a week? You can bring food cooked by the group to a neighbor who may be unable to participate in the class. Or, you can bring an extra meal home for yourself.
- If for some reason, you cannot make a lesson, a buddy can bring you a serving of the food the class has made that week.

**COOKING—25 MINUTES**

**SMOTHERED GREENS AND RICE & BEANS**

- Be sure all participants wash their hands and put on gloves before starting.
- The recipes for this lesson should be high in calcium. Other recipes with ingredients high in calcium can be substituted.

**CHEF TIP—DEMONSTRATE PROPER WAY TO HOLD KNIFE FOR CHOPPING**
FOOD MEMORIES—5 MINUTES

DISCUSSION
- Inform participants that each week we will share food-related memories.
- Ask participants to take a moment to think of an important food-related memory from his or her childhood.
- Ask each participant to share this memory, along with an explanation as to why it is important to him or her.

APPRECIATING YOUR NEIGHBORHOOD—1 MINUTE
- Explain that this discussion will take place each week.
- While eating together, the group will discuss a new category of resources found in the neighborhood. The resources to be discussed will be announced during Wrap-Up the week before so participants can explore their neighborhood in advance.

FOOD SAFETY—10 MINUTES (OPTIONAL)
- Draw lines to create four columns on the white board.
- Ask participants how they practice food safety at home. What does food safety mean to them?
- Lead the discussion by asking questions such as how do you keep food safe when preparing both meat and vegetables? How long can you leave food on the counter? What is the best temperature range for bacteria to grow?
- What should you do before starting to prepare food? What is the best way to thaw frozen meat? Where should you put raw meat in the refrigerator?
- Write each suggestion in one of the four columns on the white board, categorizing them as you go into clean, separate, cook, and chill.
- Once everyone has volunteered their responses, review them, amplify where appropriate and tie them all together by entitling the four columns as: Clean, Separate, Cook, and Chill.
FOUR GENERAL RULES OF FOOD SAFETY

• Clean: Wash your hands, work surfaces, and utensils with hot soapy water when you are cooking and after using the bathroom, changing diapers, or handling pets. Wash your cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item and before you go on to the next food. Periodically, kitchen sanitizers (such as a solution of 1 teaspoon of chlorine bleach to 1 quart of water) can be used for added protection.

• Separate: Separate cooked and uncooked foods, as well as foods eaten raw and those cooked before eating, to avoid cross-contamination.

• Cook: Cook food to a safe internal temperature (ranging from 145°F for seafood to 165°F for poultry) to destroy any harmful bacteria.

• Chill: Chill foods to keep them out of the temperature danger zone, the unsafe temperatures between 41°F and 135°F that allow bacteria to grow most rapidly.

PHYSICAL ACTIVITY—5 MINUTES

IMPORTANCE OF GETTING PHYSICAL ACTIVITY

• Does anyone exercise regularly? What kind(s) of exercise do you do? Do you like to walk?

• How many minutes a day do you participate in physical activity? How many minutes a day are recommended? Where do you go to get physical activity?

• How would you define physical activity and exercise?
PHYSICAL ACTIVITY

- Exercise does not have to mean painful hours in the gym, but can be walking, household work, stair climbing, dancing, and so on. People who do not get enough physical activity are much more likely to develop health problems. Regular, moderately intense physical activity can lower your risk of heart disease, heart attack, and stroke. It can also lower LDL (bad) cholesterol, raise HDL (good) cholesterol, and help control or avoid issues associated with being overweight or obese or having diabetes.

- Physical activity strengthens the heart, lungs, bones, and muscles; gives you more energy and strength; and helps handle stress. It helps you sleep better, feel more upbeat, and feel better about how you look.

- Adults should get 2 ½ hours (150 minutes) of moderate-intensity or 1 ¼ hours (75 minutes) of vigorous-intensity aerobic activity a week in episodes of at least 10 minutes spread throughout the week.

- Increasing to 5 hours (300 minutes) of moderate-intensity or 2 ½ hours (150 minutes) of vigorous intensity aerobic activity offers additional health benefits.

- Adults should also do muscle-strengthening activities two or more days a week.

OSTEOPOROSIS—5 MINUTES

- Is anyone concerned about osteoporosis? Do you know what osteoporosis is?
- Is anyone on medication for osteoporosis?
- What can you do nutritionally to help fight osteoporosis?
- Did you know that exercise can help?
OSTEOPOROSIS, CALCIUM, AND VITAMIN D

• Your bones provide the structural support for your body much the way a steel frame supports a building. Weaknesses in the frame/your bones can cause the building/your body to collapse.

• Osteoporosis—a condition of decreased bone mass—leads to fragile bones with an increased risk for fractures. The term “porosis” means spongy and describes the appearance of the interior of osteoporotic bones. Normal bone marrow has small holes in it while a bone with osteoporosis has much larger holes.

• Calcium is an important nutrient needed for many of the body’s functions, including blood clotting and proper functioning of the heart, muscles, and nerves. Calcium is also critical for the health and strength of bones. Not getting enough calcium can contribute to osteoporosis.

• The body best absorbs calcium from natural sources (not supplements) such as milk, milk products, and cheese as well as non-dairy foods (important for those who are lactose intolerant) such as pork and beans; almonds; rutabaga; broccoli; beet, turnip, collard, and mustard greens; bok choy; kale; green cabbage; kohl rabi; watercress; parsley; seaweed; stone ground flours or cornmeal; blackstrap molasses; tofu; legumes; and clams, oysters, and small fish.

• Men ages 51-70 should aim for 1000 mg calcium a day, women ages 51-70 should aim for 1200 mg a day, and all adults over age 70 should aim for 1200 mg a day.

• Vitamin D must be present for calcium to be absorbed and used. Vitamin D is present in sunlight. Fifteen minutes a day is a good amount of sunlight to get.

• Recently, it has been suggested that most Americans are low in vitamin D. Revised recommendations for vitamin D for adults age 51-70 are 600 International Units (IU) a day, and for adults over age 71, 800 IU a day.

• Food sources of vitamin D include salmon, mackerel, sardines, egg yolks, and fortified milk and orange juice.
Every other week, time how long each person can balance on one leg and then the other. Have them note these times in their binders. If they practice this consistently during the eight weeks of the course, the time (and thus their balance) should gradually increase.

**EXERCISE—10 MINUTES**

**WELL BALANCED, PART 1**

1. Marching. Emphasis is on mobilizing the major joints (knees, elbows) and warming up. Maintain good posture. Keep the chin up and shoulders back. Bring knees up high. Swing arms. Gait is toe to heel.
   - Music: “Olympic Theme” by Knights Bridge from Sports Hopes and Dreams (:55).
2. Marching with narrow gait. Same as above, but narrow the base of support to challenge balance.
   - Music: “Olympic Theme” by Knights Bridge from Sports Hopes and Dreams (:55).
3. One leg balance. If necessary, use a partner (as shown in the handout) or a wall to help stabilize. Tighten abdominals to help stabilize hips and lower back. Lift foot only a few inches (so it may be easily put down), keeping knee in front of hip. Supporting leg should be soft (slightly bent).
   - Music: “The Pink Panther” by City of Prague Philharmonic Orchestra from 100 Greatest Film Themes (2:48).
4. Tandem walk. Walk by placing heel of one foot directly in front of the toes of the other. Use a wall or partner for support in case of loss of balance.
   - Music: “The Pink Panther” by City of Prague Philharmonic Orchestra from 100 Greatest Film Themes (2:48).

**SPENDING WITHIN A BUDGET—15 MINUTES**

**SPEND WISELY TO IMPROVE FOOD OPTIONS**

- Ask participants to share tips and tricks they use to keep spending within a budget and ensure they meet their expenses each month. Note these on the white board.
- Tracking spending when at the supermarket, each day, or by the week can help manage your budget.
- Distribute a calculator to each participant.

**USING A CALCULATOR**

1. On the white board, draw the symbols on the calculator key pad for add (+), subtract (-), multiply (x), divide (/), decimal point (.), and equals (=).
2. Hold up a calculator and indicate where these keys are on the key pad.
3. Explain that fractions, such as 1/2 or 1/3, are displayed as decimals, such as 0.5 or 0.333, in the calculator window.
4. Explain that because dollars only have 2 decimal places, 0.333 must be rounded to 0.33.
5. Explain that once a calculation is complete, you should press the Clear button to return the amount in the calculator window to 0.

CALCULATING WITH THE SAMPLE DIARY

1. Refer participants to the spending diary in their handouts.
2. Review Day One expenses and then ask participants to total them. Write $28+15+10+2+20= \text{ on the board.}
3. Ensure all participants get the answer 75.
4. Have participants write 75 following “Total Expenses Day One” in the sample diary.
5. Ask participants what equation they would use to find out how much cash they have left. Explain that $75 must be subtracted from the beginning amount of $100 to determine how much cash is remaining at the end of the day.
6. On the white board, write $100-75=\text{.}
7. Have participants enter this into their calculators.
8. Ensure all participants get the answer 25.
9. Have participants copy this amount to the Day Two line “Remaining Cash from Day One.”
10. Ask participants how they would calculate how much money they have at the start of Day 2.
   Explain that they should add the $25 left over from Day One to the $25 withdrawn from the bank at the beginning of Day Two.
11. On the white board, write the equation $25+25=\text{.}
12. Have participants enter this into their calculators.
13. Ensure each participant gets the answer 50.
14. Have participants enter 50 on the line “Beginning Cash Day Two.”

Some participants might be new to using a calculator. Be sure to go through the steps slowly and carefully so that everyone understands the process. Ask those who are comfortable with a calculator to partner with those who are not.

Collect calculators each week to hold for participants. Participants can take calculators home at end of the course.
CHOOSING A CHALLENGE—3 MINUTES

SMALL STEPS
1. Ask participants to turn to the Lesson 1 Challenge form in their handouts.
2. Discuss what challenges participants might want to set for themselves based on what they learned today.
3. Give participants a few minutes to fill out the form.
4. Be prepared to discuss how meeting the challenge went at next week’s meeting.

EATING—15 MINUTES

SHARING A MEAL
• Pack up a meal to bring home for self or buddy.

WRAP-UP—3 MINUTES

BEFORE YOU GO
1. Inform participants that next week the neighborhood appreciation discussion will focus on supermarkets and bodegas.
2. Think about the following: Where do you shop for food in your neighborhood? How would you rate these stores?
TODAY’S THEMES

• Introductions and filling out forms
• Course overview
• Cooking for bone health
• Food safety
• Physical activity—benefits and how much
• Osteoporosis, calcium, and vitamin D
• Using a calculator
• Selecting and meeting individual challenges
• Sharing and taking home a meal
SMOTHERED GREENS (SERVES 6)

INGREDIENTS:
3 cups water
¼ pound smoked turkey breast, skinless
¼ teaspoon cayenne pepper
¼ teaspoon cloves, ground
2 cloves garlic, crushed
½ teaspoon thyme
1 stalk scallion, chopped
1 teaspoon ginger, ground
¼ cup onion, chopped
2 pounds kale (or other greens or a mixture of greens high in calcium)

DIRECTIONS:
1. Place all ingredients except greens into large saucepan and bring to a boil.
2. Prepare greens by washing thoroughly and removing stems.
3. Tear or slice leaves into bite-size pieces.
4. Add greens to turkey stock. Cook 20 to 30 minutes until tender.

(from National Institutes of Health, Heart-Healthy Home Cooking African American Style)
### Nutrition Facts: Smothered Greens

Serving size: 1 cup

**Amount per serving:**

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Calories from fat</td>
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<tr>
<td>Total fat</td>
<td>1.7g</td>
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<td>Saturated Fat</td>
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<tr>
<td>Cholesterol</td>
<td>9mg</td>
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<td>Sugars</td>
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<tr>
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<td>Calcium</td>
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</tr>
<tr>
<td>Iron</td>
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**Good points**

- Low in saturated fat
- Very low in sugar
- Very high in calcium
- High in dietary fiber
- High in iron
RICE & BEANS (SERVES 6)

INGREDIENTS:
1 cup kidney beans
4 cups water
1 tablespoon vegetable oil
1 small onion, chopped
1 clove garlic, minced
½ cup regular or no-salt canned diced tomatoes or regular or no-salt tomato sauce
1 cup rice, preferably brown rice

DIRECTIONS:
1. If using dry beans, clean and wash them, then add water. Soak overnight in a covered container in the refrigerator.
2. Put beans and water into a pot and cook, adding more water as needed to cover the beans.
3. Cook onion and garlic in hot oil until soft and yellow. Add to the beans along with the canned tomatoes or tomato sauce and rice. Stir. Bring to a boil and cover.
4. Cook over very low heat, without stirring, until there is no water left and the rice is cooked, about 25 minutes.

(from Cornell University Cooperative Extension, New York City, Nutrition and Health Programs Recipe Collection)
Nutrition Facts: Rice & Beans

Serving size: 1 cup

Amount per serving:
Calories 246    Calories from fat 32
% Daily Value

Total fat 3.5 g    5%
   Saturated Fat 0.7g    3%
Cholesterol 0mg    0%
Sodium 11mg    0%

Total Carbohydrates 447g    15%
   Dietary Fiber 6.1g    24%
   Sugars 1.5g

Vitamin A    2%
Vitamin C    7%
Calcium    5%
Iron    15%

Good points
Low in saturated fat
No cholesterol
Very low in sodium
Low in sugar
4 GENERAL RULES

1. **Clean:** Wash your hands for 10-15 seconds with hot soapy water. Wash work surfaces and utensils not only when you are cooking but after using the bathroom, changing diapers, or handling pets. Wash your cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item and before you go on to the next food. Periodically, kitchen sanitizers can be used for added protection.

2. **Separate:** Separate cooked and uncooked foods, as well as foods eaten raw and those cooked before eating, to avoid cross-contamination.

3. **Cook:** Cook food to a safe internal temperature (generally 165°F) to destroy any harmful bacteria. Keep hot foods hot. Use a food thermometer to check (a digital instant-read thermometer is easiest to use).

4. **Chill:** Chill foods by refrigerating them promptly to keep out of the temperature danger zone, the unsafe temperatures between 41 and 135°F that allow bacteria to grow most rapidly. Keep cold foods cold.

**Foods seniors should limit or avoid intake of (due to possible bacterial contamination):**

- Raw fin fish and shellfish, including oysters, clams, mussels, and scallops
- Raw or unpasteurized milk or cheese
- Soft cheeses like feta, brie, camembert, blue-veined, and Mexican-style cheese
- Raw or lightly cooked eggs or egg products, including salad dressings, cookie or cake batter, sauces, and beverages such as eggnog
- Raw alfalfa sprouts
- Raw meat or poultry
- Unpasteurized or untreated fruit or vegetable juices
BLEACH SOLUTION MIX (KITCHEN SANITIZER)
courtesy of Share Our Strength

½ teaspoon bleach

2 cups water
Store in a plastic spray bottle and label. Use rubber gloves when using the solution.

• Before sanitizing with bleach, wash and rinse countertops and cutting boards to remove dirt.
• Next, apply bleach solution so that any remaining bacteria can be killed.
• Let the bleach sit for a few minutes before wiping it off with paper towels.

USDA RECOMMENDED SAFE MINIMUM INTERNAL TEMPERATURES

The only safe way to know if meat, poultry, and egg dishes are done is to use a food thermometer.

• Steaks and roasts — 145°F
• Fish — 145°F
• Pork — 160°F
• Ground beef — 160°F
• Egg dishes — 160°F
• Chicken breasts — 165°F
• Whole poultry — 165°F
OSTEOPOROSIS, CALCIUM, & VITAMIN D

• Osteoporosis is defined as a condition of decreased bone mass. This leads to fragile bones that are at an increased risk for fractures and breakages. It takes much less stress to cause an osteoporotic bone to fracture than a normal, healthy bone.

• Calcium is an important nutrient needed for many of the body’s functions, including blood clotting and proper function of the heart, muscles, and nerves. It is also critical for the health and strength of bones. Not getting enough calcium can contribute to the development of osteoporosis. To avoid bone problems, it is important to include enough calcium-rich foods in your diet.

• Calcium is best absorbed by the body from natural sources (not supplements). Examples: milk, milk products, and cheddar cheese; non-dairy foods such as pork and beans; almonds; rutabaga; broccoli; beet, turnip, and mustard greens; bok choy; kale; collard greens; green cabbage; kohlrabi; watercress; parsley; seaweed; stone ground flours or corn-meal; blackstrap molasses; tofu; greens; legumes; and clams, oysters, and small fish.

• Vitamin D must be present for calcium to be absorbed and used. To prevent osteoporosis, you need to get enough calcium AND vitamin D. Vitamin D is also known as the “sunshine vitamin” because it is present in sunlight; being outside in the sun for 15 minutes a day helps you get the amount you need. Foods containing vitamin D include salmon, mackerel, sardines, egg yolks, and fortified milk and orange juice.

• Physical activity can also help strengthen weak bones. Aim to exercise for 30 minutes a day at least 5 days a week (a total of 150 minutes a week). This should be moderately intense aerobic exercise, which includes brisk walking, bicycling, swimming, jogging, or dancing.
EXERCISES — WELL BALANCED, PART 1

Marching

Increase knee lift/arm swing
One leg balance with partner assistance

Tandem walk

Tandem walk with support
SAMPLE SPENDING DIARY

DAY ONE:
Beginning Cash: $100.00

Expenses
Groceries $28.00
Non-Food/Drug Store Items $15.00
Metro Card $10.00
Midday Coffee $2.00
Restaurant Dinner $20.00

Total Expenses Day One: ________
Remaining Cash Day One: ________ (Beginning Cash - Expenses; carry over to Day Two)

DAY TWO
Remaining Cash Day One: ________
Cash Withdrawn from Bank: $25.00
Beginning Cash Day Two: ________ (Remaining Cash Day One + Cash Withdrawn from Bank)
CHOOSE ONE OF THE FOLLOWING AREAS AND SPECIFY A CHALLENGE YOU WANT TO ATTEMPT.

BONE HEALTH
This week I will:

FOOD SAFETY
This week I will:

PHYSICAL ACTIVITY
This week I will:

OTHER HEALTHY GOAL
This week I will:

Signed on (date)
By (participant)